

**CAMINO DE LA  
UNIVERSIDAD**

THE ROAD TO COLLEGE

A REPORT TO LUMINA FOUNDATION



# WHAT WE KNOW ABOUT LATINO STUDENT ACCESS AND SUCCESS IN POSTSECONDARY EDUCATION

## INTRODUCTION

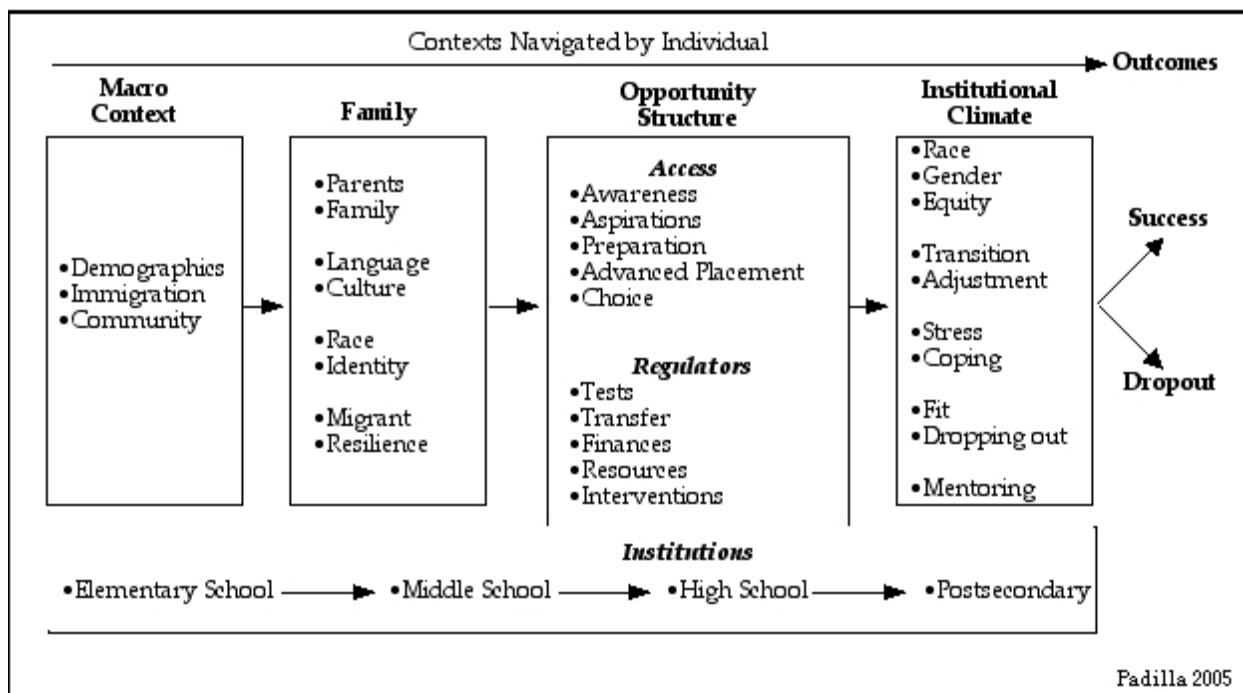
*This report, prepared by Raymond Padilla, University of Texas San Antonio, is Lumina Foundation's first step toward summarizing research-based evidence. Lumina believes that the dissemination and discussion of this research can help drive efforts to reduce or eliminate Latinos' educational attainment gap and systematically promote their success in postsecondary education. The intent of the report is to examine recent published studies that can help identify conceptual approaches to the study of Latinos and higher education and specific findings that may have relevance for policy and practice. Lumina Foundation recognizes that much more research in this area of study is needed and expects that this document will inform future research on Latino access and success in postsecondary education.*

The United States Latino population increased significantly throughout the 20th century, and today, this population is the nation's largest minority group. U.S. Latinos include descendants of the original inhabitants of territories incorporated by the United States as well as recent immigrants seeking employment opportunities and social advancement. Although a population of significant ethnic and racial diversity, Latinos nevertheless share a common history, language, and cultural legacy. Increasingly, the Latino population has become so essential to the U.S. work force that the nation's prosperity and economic competitiveness now and in the future can be affected by the productivity of this population.

In this historic and social context, the significant, persistent and unresolved Latino education gap has negative implications for the nation's future prosperity. The gap is evident throughout the educational pipeline but especially in the postsecondary sector. According to The Education Trust, neither the college enrollment nor completion rates of Latinos have increased over the last 20 years. The Education Trust warns that if these rates don't change, out of every 100 Latino kindergartners, only 11 will obtain at least a bachelor's degree. <http://www2.edtrust.org/NR/rdonlyres/7DC36C7E-EBBE-43BB-8392-CDC618E1F762/0/LatAchievEnglish.pdf>

That is why reducing the educational attainment gap of Latinos is a top educational priority in many parts of the nation.

*Figure 1 shows a conceptual model of what we know about Latinos and higher education, based on nearly 100 studies. The model shows that Latino student educational success throughout the educational system (including postsecondary education) is shaped by how the student navigates three contexts, the macro context, the meso context and the micro context.*



## 1. MACRO CONTEXT: DEMOGRAPHICS, IMMIGRATION, COMMUNITY

The macro context reflects demographic, immigration, and community issues. This macro context provides a background that affects, often indirectly, Latino students' educational success. Researchers have focused on demographic trends to show that challenges affecting the Latino population are likely to intensify as the population increases in size and spreads geographically throughout the United States. Similarly, researchers have examined Latinos' immigration patterns to determine movement and settlement patterns.

## 2. MESO CONTEXT : EDUCATIONAL ENVIRONMENT

The meso context describes the environment or educational opportunity structure that Latino students navigate and encompasses three major components: (1) educational institutions that comprise the U.S. segmented educational system (K-16 and beyond), (2) access to educational opportunities within that institutional structure, and (3) various regulators (such as tests, resources, and interventions) that enhance or depress access and success in education. The meso context represents the intersection of individual aspirations and institutional experiences of Latino students in education, and it is within this educational landscape that Latino students succeed or fail.

## 3. MICRO CONTEXTS: FAMILY AND INSTITUTIONAL CLIMATE

In addition to the macro and meso contexts, two micro contexts affect Latinos' educational success: the family and institutional climate.

**Family:** Research has examined the roles of parents, family, language and culture as potentially enabling or hindering Latino students' educational success. Similarly, issues related to race, identity, migrant status, and resilience are considered elements that may influence Latinos' educational outcomes. The family micro context is presumed to influence Latino educational attainment throughout the educational system.

**Institutional climate:** How Latinos experience life on campus influences their success. Do they feel welcomed? Do they want to stay? Institutional climate deals with psycho-social issues that affect whether Latino students are successful in education. Often these issues are not easy to pin down, but some examples include: race, gender, equity, transition and adjustment to campus life, stress and coping strategies, and interventions such as mentoring.

## MACRO CONTEXT:

### Demographics

1. The U.S. Latino population has grown significantly since the 1990 census. High birth and immigration rates are seen as the main driving forces for the population increase..
2. Demographic studies provide the baseline data for comparing the Latino population to various other groups in the United States. A clear pattern emerges in which Latinos experience lower levels of educational attainment in all segments of the educational system:
  - For every 100 Latino elementary school students, 48 drop out of high school and 52 graduate from high school.
  - Of the 52 who graduate from high school, 31 enroll in college.
  - Of the 31 total who enroll in college, 20 go to a community college and 11 go to a four-year institution.
  - Of the 20 who go to a community college, 2 transfer to a four-year college.
  - Of the 31 who enrolled in college, 10 graduate from college.
  - Of the 10 who graduate from college, 4 earn a graduate degree and less than 1 earns a doctorate.
3. Latinos attend community colleges in disproportionately large numbers and tend to be concentrated in nonselective universities.
4. Many Latino students come from families with lower incomes and parents with less education than other groups in the population.

## Immigration

5. Achieving proficiency in English is a necessary but not sufficient condition for Latino students to succeed in U.S. schools. Some evidence shows that the highest achieving Latino high school students are bilingual as compared to lesser achieving monolingual (in either English or Spanish) Latino students. .
6. Immigrant status increases the number of reported institutional obstacles to gaining a higher education. For example, students born in Mexico reported more institutional obstacles than those born in the United States. Students who wrote in English reported more institutional resources than those writing in Spanish.
7. Informal, non-family adult mentors can be instrumental in increasing the educational success of Latino students, including immigrant students. They accomplish this by providing effective support and access to resources.
8. English-language learners are often tracked or segregated, and they can feel that they must choose between a “gringo” identity and a Chicano identity. They associate “acting white” with good behavior in school. Most choose to assimilate but are ambivalent about their decision.

## Community

9. Ethnic loyalty predicts whether students think that college-educated women of Mexican descent are seen as elitist, thus potentially stigmatizing higher education.
10. Framing educational pursuits as ways students can fight discrimination, enhance ethnic pride and assist their communities when they return with college degrees can make college more attractive to Latino students.

## **MICRO CONTEXT:**

*(Two micro contexts affect Latinos’ educational success: the family and institutional climate.)*

## Parents and Family

11. Supportive parents and family can positively influence Latino students’ educational achievement.
12. Family poverty has an overall negative impact on children’s test scores and correlates with an absence of stimulating books and learning activities in the home.
13. Academic achievement may be negatively influenced by many poverty-related risk factors, including:
  - Having a mother who dropped out of high school.
  - Being raised by a single parent.
  - Having a mother who is unemployed or works a low-prestige job.
  - Having been born to a teenage mother.
  - Having a mother who is depressed.
  - Having been born with low birth weight.
  - Having three or more siblings.
  - Living in an unsafe neighborhood.
  - Being physically punished frequently.
  - Having few children’s books.
14. While they may have high expectations for their children, Latino parents may not be able to advocate effectively for their children to succeed in educational institutions. In general, Latino parents encourage their children’s educational pursuits, though not always with direct verbal messages. Encouragement from Latino parents may not always deal directly with college, but rather with the need to advance oneself economically and avoid the life the student’s parents had to endure due to limited educational attainment.
15. Their mother’s advocacy can be particularly important in promoting Latino students’ educational success.

16. Mexican Americans and Whites have similar feelings and expectations about parents' and students' responsibilities to each other.

#### Language and Culture

17. Higher education institutions may be alienating to Latino students because of their physical, social and learning environments. The physical environment encompasses architectural and design features premised on a White aesthetic model. The social environment is often centered on the campus's predominantly White population. The learning environment refers to the knowledge valued by the university, which is primarily Euro-centric.
18. For Mexican-American women, cultural incorporation (i.e., combining elements of Mexican and majority culture) related positively to achievement.
19. Latino students who perceive less support from students on campus are more likely to seek and find support among other Latino students.
20. Latino students offer cultural resources to each other and to White students who associate with them. These benefits include socially conscious values, an emphasis on community service careers and engagement in community service activities after graduation.
21. On some campuses, the emergence of multiple Latino student organizations highlights the diversity within the Latino population—but also segregates various Latino groups along cultural or nationalistic lines.
22. English language difficulties can be barriers to the college success of Mexican-American students.
23. When teachers demonstrated negative actions (including lack of cultural understanding), Latino academic success was hindered.
24. High-achieving Latino youth exhibited high social capital and a "culture of success" that included actively seeking information about college and connecting to resource networks.

#### Race and Identity

25. Discriminatory behaviors directed toward Latino students can be thought of as "institutional abuses" that hinder educational attainment. These behaviors include displaying discouragement and lack of support, providing inaccurate information or insufficient knowledge, withholding critical information, and limiting access to opportunities for college.
26. Highly ethnically identified Latinos seem to be particularly at risk in institutions with very small Latino populations.
27. Mexican-American students with a strong ego identity (e.g. knowing who you are and how you fit in to society) have a higher level of self-assurance and are more likely to experience positive academic outcomes.
28. For high-achieving Puerto Rican students, having a strong Puerto Rican identity was a success factor. Students were able to counter negative stereotypes and low expectations because they felt proud of their identity and cultural heritage.
29. Latino students in the University of California system are expected to travel a greater learning distance with less affirmation of their ethnic/racial identities and less institutional support than students of the dominant culture.

#### Migrant Status and Resilience

30. Students with work obligations and those from migrant-worker families have more attendance problems and, therefore, are more likely to be marginalized in K-12 school settings than other students.
31. Chicano and Latino students may be overrepresented in special education classes.



## MESO CONTEXT: THE OPPORTUNITY STRUCTURE

*(The meso context represents the intersection of individual aspirations and institutional experiences of Latino students in education. The meso context describes the environment or educational opportunity structure that Latino students navigate.)*

### Institutions – Elementary School

32. Early math grades predicted overall academic performance for Latino students, and changes in math and English tended to occur together. Decreases in math performance were particularly linked to poor academic outcomes.
33. Parents who expressed an interest in furthering their education had children who aspired to attend college; parents who did not aspire to further their education or had low levels of aspirations had children with similar levels of college aspirations.
34. Only about half of Latino parents in one study were able to report their child's occupational or educational aspirations.

### Institutions – Middle School

35. College recruitment and admissions activities should begin at the junior high school level and incorporate activities that engage both the students and their families. Having staff with connections to the Latino population served is important in helping students and their families understand the importance of higher education
36. College recruitment programs should promote learning rather than protecting youth from perceived negative environments. They should help students locate resources and negotiate obstacles by building bridges among home, peers and school, especially for immigrant and Spanish-speaking students who may not know about the resources available to them.

### Institutions – High School

37. Participation in extracurricular activities correlates with lower high school dropout rates. Non-athletic extracurricular activities have a greater positive relationship with school retention, but athletics also correlate with lower dropout rates.
38. Latino students noted that the primary drawbacks to their college aspirations were teachers' low expectations and counselors' dissuasion about the attainability of the students' college goals.
39. Students in the college preparatory track who receive a higher level of assistance received higher grades' however, the reverse was true for students in the remedial tracks, suggesting that students in the remedial tracks were receiving less effective instruction.
40. A California study noted that schools offering more Advanced Placement (AP) classes are located in more suburban and affluent parts of the state. Schools serving urban, low-income communities enroll the fewest number of students in AP classes. Students who do not have access to AP programs are at a distinct disadvantage when applying for admission to the University of California.
41. In 2003, Latinos averaged a score of 2 (5 is maximum) on five AP exams: Biology, Calculus AB, Chemistry, English Literature/Composition and U.S. History. In contrast, Whites and Asians had an average score of 3 (passing) on three of the five examinations.
42. Reflecting on how high school prepared them for college, Latino undergraduates were less likely to rate the quality of their education as excellent and more likely to rate it as fair. They mentioned the absence of college preparatory classes and suggested that teachers focus on critical thinking skills, study skills, more college counseling and more writing practice.
43. Many Latinos' first challenge to postsecondary educational attainment was breaking the expectation that they would stay at home while enrolled in college.

44. Puerto Rican students reported close ties between their high academic achievement and their religious beliefs and extracurricular activities. Often they attributed good academic performance to God. Through religious activities and extracurricular activities at school and at church, students gained access to support networks and resources that helped them in school.

#### Institutions – Postsecondary

45. College entrance examination scores do not significantly predict Latino students' college outcomes; however, low test scores affect students' opportunities to secure scholarships, gain access to competitive programs and improve self-confidence.
46. During the 1990s, trends in financial aid for Latino students showed declines in the percentage of students receiving grants only and an increase in students receiving loans only and students receiving both grants and loans.
47. Household variables (e.g. parents' education, place of residence) are significant factors in most differences between Whites and non-Whites (Mexican Americans) in four-year completion rates.
48. A study of the Gates Millennium Scholars concluded that long-term financial support for each student extends opportunity, allows students to focus on college goals, and ensures success against the odds typical for the majority of college-bound, low-income students.
49. A critical motivation for Latinas was their drive for generational change — breaking the cycles of oppression of their mothers and grandmothers. Latinas are inspired by women who have helped their families survive and with whom they share an experience of gender oppression. Education provided these Latinas the opportunity to attain higher status.
50. Rather than seeking professional help, Latino students preferred sharing concerns with parents, friends, siblings, and significant others. Coping alone, or keeping problems to oneself, also was preferred over seeking professional help.
51. Latino students said that developing relationships with faculty helped them develop a stronger sense of self-competence and academic ability.
52. In a study of a community college with 70 percent Latino student enrollments, transfer rates to four-year colleges and universities were low, even though a high number of students (173 out of 191) reported having enrolled with the goal of transferring. Latino students were often overwhelmed with balancing multiple roles and responsibilities outside of college, including family and finances.
53. For Latino students, college success can be driven by the ability to create new networks and by maintaining and relying heavily on old networks. Students who are unable to create new networks or keep old ones do less well.
54. Some of the students admitted to higher education in Texas under the 10 percent plan ([http://en.wikipedia.org/wiki/Texas\\_House\\_Bill\\_588](http://en.wikipedia.org/wiki/Texas_House_Bill_588)) had lower SAT scores than other students not admitted through the 10 percent plan. Yet, the students with lower SAT scores had better grades and higher retention rates than those with higher SAT scores.

#### Access – Awareness

55. Adolescent Latino students expected to attend college and attain professional jobs according to one study. However, their reading scores were low enough to cause researchers concern that their expectations might be unrealistic. Younger children held higher expectations.
56. Latino parents had a lack of communication with school guidance counselors and administrators. Parents often reported negative experiences with school staff and were unaware of the importance or meaning of SAT scores.
57. For high-achieving Puerto Rican students, mothers played crucial roles in helping to find information about college and financial aid, especially when the school did not provide this information.

#### Access – Aspirations

58. Forty-six percent of elementary and middle school Latino students aspired to become higher executives and major professionals (doctors and lawyers), while 19 percent aspired to other professions. Most of the students could identify obstacles and resources related to their aspirations.
59. A California program, the Puente Project <<http://www.puente.net/>>, was designed to increase Latinos' college enrollment rates. A study of a statewide sample of Puente students concluded that Puente students were more likely to stay in school and have higher aspirations for four-year college attendance than non-Puente Latinos and non-Puente students in general.
60. Aspiring to an advanced degree has a positive influence on college enrollment rates for Latinos.
61. Latino undergraduate students' aspirations for a graduate education were higher when they spent more time studying and were exposed to arts and humanities courses.

#### Access -- Preparation

62. Latino students were less likely to rate the quality of their education as excellent and more likely to rate it as fair.
63. Students were most critical of their science and math teachers and often had difficulty with math. Proficiency in math correlates with continuing academic achievement.
64. Well-prepared Latino students attend postsecondary institutions that are less selective and have lower BA completion rates than similarly prepared Whites. When well-prepared Latinos go to the same kinds of schools as their White peers, they have lower graduation rates.
65. Latino students participating in an advanced diploma program reported that their school faculty and staff valued them personally, saw them as assets, provided good role models, advocated for them, and created a safe environment at school, all of which correlate with educational attainment.
66. Adult family members provided students with race-, gender- and class-appropriate narratives that countered the race-neutral and merit-based narratives about college the students received in school. These narratives included more honest accounts of the struggles and realities of race, gender, and class; the hardships of attaining a higher education; and the community responsibilities and obligations that come with postsecondary degrees. The overall message was that it was not going to be easy for students to attend college, but that it was possible and important not just for the entire family, but also for the entire community.
67. High-achieving Latino students actively recognized the cultural capital valued in higher education, but also paid close attention to any information pertaining to college, financial aid, and the fulfillment of their future aspirations.
68. In California, Latino students had an average minimum eligibility rate (to the University of California) of 14 percent statewide, as compared with those Latinos who attended majority Asian-American high schools, where the Latino eligibility rate was 35 percent. Conversely, White and Asian-American student eligibility rates when they attended majority Latino schools were two to three times lower than when they attended majority White or Asian-American schools.
69. Latino students see themselves as less academically competitive than their White and Asian-American counterparts.

#### Access – Advanced Placement

70. A California study noted that schools that offer more Advanced Placement (AP) classes are located in more suburban and affluent parts of the state. Schools serving urban, low-income communities enroll the fewest number of students in AP classes. Students who do not have access to AP programs are at a distinct disadvantage when applying for college admission.
71. In one school district, Chicana/Latina students comprised 68 percent of the total enrollment but only 48 percent of AP enrollment.



72. Schools serving urban, low-income communities of color enroll the fewest number of students in AP classes.
73. The benefits that AP courses provide (e.g., reduced time to degree, more qualified faculty, college level work) will not be realized at the same level for poorer students of color, because of limited AP access and offerings at the high school level for these groups.
74. In a study of an advanced high school diploma program involving Latino students, the availability of AP courses and financial counseling were important success factors. Without these opportunities, the students might not have considered college.

#### Access – Choice

75. Previously established college choice factors (high school grades, preparation, experiences, and institutional attributes) were not as influential in making a final decision about college as psychological factors. Feeling accepted, safe, and comfortable in a new academic and social setting have greater relevance for students making their final decision than factors such as institutional quality, location, diversity or cost.

#### Regulators – Tests

*(Regulators are defined as instruments or resources, such as tests and interventions, that enhance or depress access and success in education)*

76. College entrance exam scores do not significantly predict college outcomes for Latino students; however, test scores may have an impact on opportunity and motivation of Latino students who score poorly.
77. Studies indicate that White students score higher on standardized tests than Hispanic students.
78. Some of the students admitted to higher education in Texas under the 10 percent plan ([http://en.wikipedia.org/wiki/Texas\\_House\\_Bill\\_588](http://en.wikipedia.org/wiki/Texas_House_Bill_588)) had lower SAT scores than other students not admitted through the 10 percent plan. Yet, the students with lower SAT scores had better grades and higher retention rates than those with higher SAT scores.
79. A study of academic admissions for the University of California (Los Angeles and Davis campuses) revealed that high school grade point average, SAT I and SAT II test scores, family income, and father's education were consistent admission predictors.
80. Latinos have improved little in SAT performance over the last decade.
81. One study found that Latino students' ability, as measured by the SAT, was a significant predictor of analytical skills in the second year of college. Similarly, Latino participation in academic support programs was a positive and significant predictor of higher analytical skills.

#### Regulators – Transfer

82. A study of a California community college that enrolled over 70 percent Latino students revealed that this institution had failed in its commitment to effectively fulfill its transfer function. This was expressed by the community college's higher emphasis on maintaining and marketing its vocational and technical programs to the detriment of academic programs. Some of these programs, such as car technology, were said to be important for Latino students who come from car cultures. Administrators and counselors were operating from stereotypical perspectives about Latino culture and students. These perceptions also were expressed by way of cultural deficit frameworks in which they attributed low transfer rates to Latino families who do not highly value education.

#### Regulators – Finances

83. As early as 1985, research shows that more than 60 percent of Latino students received only one source of aid, almost exclusively Basic Educational Opportunity Grants (Pell Grants). Research also showed that students attending a public two-year college were less likely to receive aid.
84. Aid packages with loans are less significant in facilitating access to college for minority students than for Whites. Increases in federal student grant funding, instead of increased emphasis on student loans, is important, especially for Latino students.
85. The percentage of Latinos who did not receive financial aid increased from 20 percent in 1990-91 to 31.4 percent in 1993-94 and then decreased to 25.1 percent in 1996-97.
86. One study concluded that a key to increasing the number of Latino college graduates is eliminating poverty and other household factors that come with poverty.
87. A study of the Gates Millennium Scholars concluded that long-term financial support for each student extends opportunity, allows students to focus on college goals, and ensures success against the odds typical for the majority of college-bound, low-income students.
88. Reasons Latino youth do not finish college include tuition costs and the need to work and earn money. Lack of information about financial aid and college costs are among the major factors deterring college attendance and completion.
89. One study revealed that financial issues do not predict college dropout rates. This contradicts previous studies that found financial issues to be a significant stress factor that led to lower persistence in educational attainment.
90. A study of admissions to the University of California noted admissions are associated more closely with socioeconomic status than with race.
91. A study of persistence at the University of California and California State University systems found that most Chicano/Latino students were living at or below the poverty level and described financial aid shortages as their main obstacle in completing college.

#### Regulators – Resources

92. Latino students in a high school advanced diploma program said their families had high expectations for their behavior and achievement, taught them self advocacy and valued their language and heritage.
93. Latino students are much more likely than White students to grow up with more than one poverty-related disadvantage.
94. Allocating resources to promote parental involvement may be an effective approach for programs designed to increase the college enrollment of underrepresented groups.
95. A study of University of California admissions revealed a small group of California elite college preparatory schools that have a 60 percent admission rate to the University of California.

#### Regulators – Interventions

96. The Principal's Pick Program was designed to increase the number of Latino students eligible for admission to the University of California. The high school principal took a proactive stance by replacing all remedial programs with college preparatory courses. The study found that counselors and some faculty members strongly held to deficit beliefs about Latino culture and students. Many communicated that they thought Latino students were neither capable of college preparatory work nor meant to be college students. Many of these dissenting teachers and administrators either retired or were transferred to other schools. Those who stayed were strongly committed to the new goals and willing to change their views about Latino students. The program was successful in increasing the number of Latino students eligible for admission to the University of California.

97. A California program, the Puente Project <<http://www.puente.net/>>, was designed to increase Latinos' college enrollment rates. A study of a statewide sample of Puente students concluded that Puente students were more likely to stay in school and have higher aspirations for four-year college attendance than non-Puente Latinos and non-Puente students in general.
98. A study of Puente <<http://www.puente.net/>> students showed that they experienced academic and interpersonal validation in their interactions with faculty, counselors, and mentors. The validation helped them gain confidence in their academic ability, which generalized across different classes.
99. Three student-centered colleges examined their students' background in order to serve them better. By learning more about their students, the institutions could design programs tailored to students' needs.
100. A study of the Gates Millennium Scholars (GMS) <<http://gmshp.org/>> intervention concluded that GMS lowered students' concerns about college expenses. GMS scholars were more likely to overcome difficulties associated with low levels of parental education. In addition, scholars were likely to work fewer hours for money to cover expenses, live on campus, rely on their racial group for support, have a faculty member take an interest in them, and be committed to obtaining a degree.
101. A program to increase Latinos' access to higher education focused on reducing Latino parents' information gap about college. The program attempted to empower the parents by providing a forum to discuss issues that disproportionately affect families of color. Parents were not merely passively receiving information, but became part of a community of networks and advocates.
102. A critical theory approach was the basis for a program aimed at increasing high school graduation and college going rates. The aim was to empower the students by requiring them to examine education using their own experiences as a way to understand its complexity. Of the 30 students who participated, 29 graduated from high school and 25 were admitted to a postsecondary institution.
103. An analysis of interventions for minority students at the postsecondary level revealed that the more effective programs had the following attributes and supports: institutional leadership, targeted recruitment, engaged faculty, personal attention, peer support, comprehensive financial assistance, enriched research opportunities, and continuous evaluation.

#### **MICRO CONTEXT: INSTITUTIONAL CLIMATE**

##### Gender

104. Latinas found ways to maintain and nurture a positive racial and or ethnic identity while being successful college students through their relationships with other Latinas, despite experiences with negative stereotypes and unfriendly environments. Latinos also encountered unfriendly environments and negative stereotypes but, unlike the Latinas, they experienced opportunities and privilege through sports.
105. According to one study, a positive correlation exists between cultural congruity (fit of a student's cultural values with those of the institution and perceptions of college environment. Latinas had higher levels of cultural congruity and more positive perceptions of the university environment than Latinos.
106. An in-depth study of two Latino Stanford graduates pointed out that peer pressure, racism, language difficulties, alienation, and poverty are all barriers to the college success. Many of the challenges students face are interpersonal rather than academic, or require cultural knowledge that is not readily available.
107. One study showed that Latinos felt that they were consistently policed in society and at school. This included a type of "academic policing," where teachers questioned Latino students' intellectual abilities and their physical presence in Advanced Placement classes.
108. Parents' permitting Latinas to leave home for college may be facilitated by the understanding that there would be university support systems available to their daughters.

109. Stereotypes negatively affected students' sense of belonging and morale on campus, but did not affect their self-confidence in analytical skills and orientation to the campus.

#### Equity

110. Lack of access to and availability of AP classes for many Latino students may be an indication of a school's lack of a college-going culture, making college enrollment less likely for its students.

111. Teachers can influence students' success both positively and negatively. When teachers demonstrated negative actions (lack of cultural understanding, use of stereotypes, assumed lack of understanding of Mexican-descent students and excluding Mexican-descent students from class activities), students' academic success was hindered. Students were helped when teachers demonstrated positive actions and understanding.

112. More than half of the Latino students in one study had family incomes less than \$25,000. Only 14 percent of the Latino students had parents with a bachelor's degree, as compared with 30 percent of White students. Twenty-two percent of Latinos, as compared with 41 percent of Whites, enrolled at a four-year institution. More than half of the Latino students, as compared with 39 percent of all other student groups, were enrolled part time.

113. In a California study, the proportion of teachers with emergency credentials (teachers without conventional credentials) at Latino high schools was twice that for White and Asian-American high schools. Students attending Latino high schools were less likely to apply, be admitted to, or enroll in the University of California system than students attending predominantly White or Asian-American high schools.

114. Some Latino students reported being negatively impacted by the standard social studies curriculum and teaching methods.

115. In a study of admissions policies at the University of California system, merit is defined as a reward for prior high school achievement rather than a combination of both achievement and the potential beneficial outcomes for society, which could negatively affect admissions for Latino students.

#### Transition and Adjustment

116. One of the clear facilitators of student adjustment to college involves the nature of peer relationships (both within ethnic groups and across ethnic groups). Positive peer relationships facilitate student adjustment to college life.

117. Gates Millennium Scholars <<http://gmsh.org/>> were more likely than non-recipients to exhibit behaviors and receive the support necessary to adjust to college life and achieve long-term academic success.

118. One study showed that only family support uniquely predicted emotional, academic, and overall adjustment to college. Only general peer support uniquely predicted social adjustment.

119. Students who reported higher levels of psychological well-being also reported higher levels of cultural congruity. Those with higher levels of cultural congruity also perceived fewer educational barriers and tended to take positive, planned action to overcome barriers.

#### Stress and Coping

120. An increased sense of worth and competence among Latino students was related to the increased perception of social support from friends.

121. Latino students' primary concerns about college were grades, study skills, and family relationships. Other areas of concern included career choices, job searching, and relationships with friends. Primary sources of support were friends, parents, and significant others.

122. The two coping responses most used by Latina college students were talking about their problems with others and taking positive, planned action when dealing with high-stress situations.

### Fitting In and Dropping Out

123. Fitting in at college extends beyond matching academic credentials with institutional attributes. It includes positive personal and social feelings that facilitate social interactions and relationships with other students and faculty.
124. A study of school dropouts concluded that students who had problems with class attendance were more likely to leave school. Often these students were told that they would have to make up lost time and credits, which escalated into feelings of hopelessness and desire to quit school. Students also reported not feeling included, as well as being deliberately excluded, from participating in extracurricular activities. This contributed to students feeling that they were not part of the school community.
125. Most extracurricular activities were correlated with a much higher likelihood of retention in high school. Non-athletic extracurricular activities had a greater positive relationship to school retention, but athletics also correlated to a higher likelihood of retention.

### Mentoring

126. A study of Latino college students suggested a positive relationship between perceptions of the university environment and having a mentor. The prediction that students with a mentor of the same ethnic group would have higher levels of cultural congruity and more positive perceptions of the university environment than those students with a mentor of a differing ethnicity was not supported.
127. A study of Latino students concluded that the mentoring of a caring older Latino helped one student to succeed in education.

### Success

128. A study of Puerto Rican students focused on family and church as important elements in literacy and learning. 1.) The students with family and church support were able to negotiate their ethnic identity with the culture found in their schools and colleges. 2.) Education and learning were important values in the home. 3.) At critical moments in their education, key individuals were able to help the students overcome obstacles.
129. English-only Latino students were not the highest achievers in school. The students with the least transience and the highest academic achievement and commitment were those who were fully bilingual.
130. For Latino college students, individual effort is important for transforming hostile university environments. Daily practices include the use of symbols (posters, flags, music, etc.) to transform the physical space; use of Latino scholarship to transform the epistemological world; and the creation of Latino social networks to transform the social space. The presence of Latino faculty and staff and their institutional offices provides Latino students with safe social zones where they can comfortably be themselves.
131. A study of the first year experience of Latino college students noted that they were concerned about their lack of academic preparedness; the level and expectations of college-level work; and the pace of the courses. Students indicated that the support they received from their families was important in helping them through their first year.
132. A study of Latino leaders of student organizations on university campuses concluded that the most important activities of the organizations were parties, dances and festivals, lectures, and community service. Female respondents found membership to be more empowering than males. Although the participants did not feel that their grades had improved due to their participation in the organizations, they did feel that the organizations had aided in their efforts to stay in school.
133. The main barriers identified by Latino parents to achieving educational aspirations for their children were lack of time (due to parents working more than 10 hours a day, six days per week); lack of understanding of the pathways to achieve educational goals and lack of English skills. Their children identified racism in their schools, both from other students and teachers, as a barrier to their achievement.

134. Proactive behaviors of Latino parents in support of their children's education included emphasizing the importance of education, support for their children's autonomy, and nonverbal support for education (e.g. providing quiet study space).
135. One study showed that participation in a summer leadership institute provided Latino students access to institutional agents that could provide them with resources and the cultural capital valued in higher education. The resources mentioned by the students before participating in the institute were family members, teachers, and counselors. The institute provided access to community leaders and peer counselors that gave these students access to social networks geared toward higher education, cultural and community commitment, and pride.
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